Newcastle Elementary Code of Conduct

The staff at Newcastle is committed to working cooperatively with parents and students to promote a positive and safe environment where CARING for one another is displayed daily.

The Newcastle Code of Conduct is designed to ...

- Support our school mission, vision and goals by helping students develop attitudes, habits, and skills that encourage their success and learning.
- Address conduct issues in a manner that encourages and guides students to
  - Reflect on the problem situation,
  - Examine their behavior and contribution to the problem, and
  - Engage in a respectful, effective problem solving process.
- Collaborate and communicate with families. Partnerships between home and school are critical to developing student’s conflict resolution skills and positive personal choices.
- Prevent escalation of behaviors such as harassment, intimidation, and bullying.

Through this process, we aim to develop independent problem solvers and compassionate, collaborative citizens. It is our expectation that the five citizenship elements of C.A.R.E.S. are evident in the daily behaviors of all students, staff, and volunteers. Our focus will be to teach and model these behaviors.

**C**ooperation
**A**dvocate
**R**esponsibility
**E**mpathy
**S**elf-**C**ontrol

Please take time to read over these citizenship traits and behavior guidelines for the common areas for more information. Below are some examples of language you can use with your child to help define each trait.

**Newcastle CARES for each other**

**Cooperation:** I work well with others; I play by the rules and I am fair; I take turns and share; I listen to others; I’m willing to think differently

**Advocate:** I speak up, respectfully, for what I believe; I tell the truth; I solve conflicts and problems peacefully; I ask questions and get help

**Responsibility:** I admit that I made a mistake; I treat others the way I want to be treated; I follow rules in and out of the classroom; I follow directions as soon as they’re given; I work hard to be the best ME

**Empathy:** I try to understand the feelings of others; I try to understand why others act the way they do; I allow others to be different than me; I use good manners; I think of someone else more than myself

**Self-Control:** I keep calm when I am angry; when I am upset I use words to explain; I try even though I don’t want to; I try even when it is difficult; I think before I act
School Rules & Routines

School rules and routines are designed to promote a learning environment and preserve a safe and orderly environment. This begins with students understanding how CARES is applied to common areas. This table gives simple guidelines for positive behaviors throughout our school.

### CARES for the Common Areas
- **C**ooperation
- **A**dvocate
- **R**esponsibility
- **E**mpathy
- **S**elf-control

<table>
<thead>
<tr>
<th>HALLWAYS</th>
<th>PLAYGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be Silent (voices off)</td>
<td>• Include others (invite them to play)</td>
</tr>
<tr>
<td>• Be Direct (go straight there)</td>
<td>• Play safe (be careful of others)</td>
</tr>
<tr>
<td>• Walk (don’t run)</td>
<td>• Play fair (follow rules of the games)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>RESTROOMS</th>
<th>PICK-UP / DROP-OFF (BUS &amp; CAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be Quiet (whisper voice)</td>
<td>• Be Direct (straight to bus/car/class)</td>
</tr>
<tr>
<td>• Be Quick (do your business and go)</td>
<td>• Pay Attention (to driver or your ride)</td>
</tr>
<tr>
<td>• Be Clean (no mess, wash hands)</td>
<td>• Be Careful (of cars and crowds)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LUNCHROOM</th>
<th>BEFORE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clean after self</td>
<td>• Be Direct (go straight there)</td>
</tr>
<tr>
<td>• Feet under the table</td>
<td>• Line up (in assigned area)</td>
</tr>
<tr>
<td>• Indoor voice</td>
<td>• Keep hands/feet/equipment to yourself (backpacks, sporting equipment or projects)</td>
</tr>
<tr>
<td>Also follow rules &amp; procedures:</td>
<td></td>
</tr>
<tr>
<td>~ stay in one seat</td>
<td></td>
</tr>
<tr>
<td>~ quiet when adult on mic</td>
<td></td>
</tr>
<tr>
<td>~ go one time to the bins to take care of your leftover food items.</td>
<td></td>
</tr>
</tbody>
</table>
**Playground Rules and Routines**

Playground rules and routines are designed to promote positive, constructive play in a safe environment.

**Playground Rules and Routines**

- **Remain on walkways** - Keep out of garden areas.
- **Include others in group games** - no lock-outs.
- **Follow generally accepted rules for games and sports.** When unsure of the rules of a game consult a playground supervisor or teacher.
- **Bathroom and Nurse Passes.** Get a pass from a playground supervisor. Use bathroom by cafeteria.
- **Clean up after recess** – Put away all equipment, throw away popcorn bags.
- **Play Safe** - Two-hand touch rules, don’t put yourself in unsafe situations and be aware of those around you who are also playing.

**Code of Conduct: CARES in playground sports**

- **Players commit to safe-contact.** This requires controlled play with only moderate and safe contact so as to avoid accidents. Ex. No slide tackles.
- **Players commit to inclusion.** This means playing with a focus on everyone having fun first and competing second.
- **Players commit to fair play.** Fair play happens when students place fairness ahead of self-interest.
- **Players commit to emotional control.** Students playing sports must not allow games to get carried away.
- **Players commit to productive and creative conflict resolution.** Active participants are not objective or impartial, but must seek to calmly find a fair and positive resolution to disputes.
- **Players commit to kindness, camaraderie and sportsmanship.** Every student should leave the game feeling respected. Students should be encouraging of each other, particularly when a student takes a risk to try something new or difficult.

If personal items are brought onto the playground they should be used consistent with our school rules and be appropriate for safe play and positive social interaction. No trading cards, pencils or e-readers are allowed outside.

**Lunchroom Rules and Routines**

Lunchroom rules and routines are designed to promote a healthy, clean and safe environment for both staff and students.

**Lunchroom Rules and Routines**

- Listen to instructions from all staff members
- Use inside voices
- Eat your own lunch – no sharing food
- Clean up after yourself: throw food away, recycle and compost when possible and wipe down tables
- Bathroom and Nurse Passes. Get permission from a lunchroom supervisor. Use bathroom by cafeteria
- Raise hand to get help
- Dismiss safely and quietly
### Behaviors Requiring Intervention
(examples and full list in ISD Policies)

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
<th>Mean Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>These behaviors are (1) occasional lapses of impulse control or judgment that (2) are not intended to harm others or (3) cause significant disruption to the learning environment. Interventions are a typical part of elementary instruction and the development of healthy behaviors and social skills.</td>
<td>Rough/Overly Aggressive  Verbal Physical Harassment</td>
</tr>
</tbody>
</table>
|      | - Minor Class Disruptions *(ex: blurting out)*  
|      | - Disrespect *(ex: talking back)*  
|      | - Lying |  |
| Tier 2 | Tier 1 behavior that persists despite intervention or misbehavior of a more serious nature will result in Tier 2 intervention and corrective action. These interventions provide additional skill building and support to students as well as corrective actions (consequences). |  |
|      | - Persistent Tier 1 Behaviors  
|      | - Stealing/Vandalism |  |
| Tier 3 | There is corrective action required for exceptional misconduct or persistent behaviors requiring a greater degree of support, intervention and consequences. |  |
|      | - Persistent Tier 2 Behaviors  
|      | - Vandalism  
|      | - HIB *(repetitive and targeted mean behavior)* [ISD Policy 3207]  
|      | - Possession of Drugs/Alcohol/Weapons |  |
|      | - Causing serious physical/emotional harm *(Intentional)*  
|      | - Fighting/Assault  
|      | - Viable Threats |  |

### Staff Member Responsible

<table>
<thead>
<tr>
<th>Tier</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Classroom Teachers, Specialists, EAs</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Dean of Students, Principal, Counselor</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Principal, Dean of Students, Counselor</td>
</tr>
</tbody>
</table>

### Actions

*School actions may include but are not limited to....*

<table>
<thead>
<tr>
<th>Tier</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Conference with Student, Classroom Consequence, Parents contacted, Apology / Amends, Loss of Recess Time</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Conference with Student, Parent Notification, Behavior Support Plan, Counseling Support, Recess Detention, In-House Suspension</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Conference with Staff Member(s), Student, and Parents, Behavior Support Plan/Safety Plan, In-House or Out-of-School Suspension</td>
</tr>
</tbody>
</table>

*See District Policies 3207, 3213, 3240-3246 for more information*
Behaviors Requiring Education and Intervention

We promote a consistent, positive school climate for all students. However, sometimes students make choices and engage in conflict that requires education and intervention. Please do not interpret education & intervention as synonymous with discipline. Discipline is only a part of intervention. Types of behaviors that require intervention may include:

1. Friendship issues
2. Age-typical conflict
3. Persistent minor violations of the code of conduct
4. Harassment, intimidation, bullying
5. Other exceptional misconduct

Newcastle staff will work with students to assess the nature and scope of student behaviors and determine appropriate education and intervention steps.

Great Kids, Kelso’s Choice and Steps to Respect:

- Kelso’s Choice is a set of problem solving strategies supported by our school counselor.
- Great Kids is an opportunity for students to be recognized for demonstrating our C.A.R.E.S. characteristics.
- Steps to Respect is a social emotional learning and anti-bullying curriculum.

Parent Rights and Responsibilities

At Newcastle, we believe in building a partnership between home and school to support students’ growth and learning. Working together, we can help students develop healthy behaviors, problem solving skills, and strategies for success. In the interest of building this partnership, we ask parents to:

1. Report and Collaborate
   - When conflicts between students arise, children don’t always report events to teachers and staff. Therefore, we ask that if you become aware of a conflict at school that needs to be addressed, please let us know. By working collaboratively and in partnership, we can solve problems in a timely manner, not allow problems to build/grow and help make every child’s experience at Newcastle positive.
   - Always assume positive intent and partnership. When conflict occurs you are your child’s advocate, but work on the assumption that school staff are also deeply committed to and engaged in your child’s well-being.

2. Know Your Rights & Responsibilities
   - In the Issaquah School District, we work hard to cultivate mutual respect and collaboration. School staff will follow procedures and policies, and it is critical that you are familiar with these policies.
   - Most misconduct is dealt with in Tiers I & II. Interventions at this level do not result in reports that are retained in student records. Parents have the opportunity to request a formal investigation or appeal an administrative action. The policies below describe the conditions and timeline for such requests and appeals.

ISD Policies
3207, 3213, 3240, 3241, 3242, 3243, 3244, 3245, 3246
**Issaquah School District Bullying and Harassment Policy**
Policy No. 3207

Harassment/Intimidation/Bullying Statement

The Issaquah School District is committed to a safe and civil educational environment for all students that is free from harassment, intimidation or bullying. In order to ensure respect and prevent harm, it is a violation of District Policy 3207 for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process.

If your child feels he/she has been harassed or bullied, the incident(s) should be reported immediately to a teacher, counselor, or principal. Children bullied on the bus may report information to the Transportation Director.

The complete text of District Policy #3207: Prohibition Against Harassment, Intimidation, and Bullying, and District Policy #3213: Sexual Harassment can be obtained at any school or on the ISD website.

Chris Burton is the Issaquah School District HIB Compliance Officer. He can be contacted at 425-837-7060 or burtonc@issaquah.wednet.edu.